Role of Secondary School English Language Teachers in Communicative Language Teaching (CLT) in Tanzania: Visual Methodological Study

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Abstract

This study intended to explore the role of teachers in communicative language teaching (CLT) classroom in secondary schools in Tanzania. The study involved 71 learners from three secondary schools in Tanga city in Tanzania. It used visual methodologies design and photovoice as a method for collecting data. Learners were asked "Draw a picture or take a picture which represents the role of your English teacher" and Why did you portray your teacher as such? The findings show that the roles of teachers fall within three categories: Transmission, affective and authoritarian. The study recommends for equipping teachers with skills on how to teach English using CLT through various training, seminars and workshops.

Keywords: *communicative competence, language teaching, secondary school, visual methodology*

Introduction

For about four decades, the focus of language teaching and learning has changed its direction (Richards, 2006; Savignon, 1991). This paradigm shift, involved the change from traditional and structural linguistics which involved the teaching of grammar to communicative approaches which is based on language for communication (Renandya, Lee, Wah & Jacob, 1999). Ahmad and Rao (2013) suggest that the paradigm shift was a result of highest demand of English language globally. It is reported that most children and their parents need the English language for communication across the world. Thus, they need to improve their communicative abilities. The demand for good communication skills in English called for the teaching of English worldwide and in turn it induced the need for very appropriate

language teaching methods. As such, CLT was introduced as an approach whose major intention was to develop into learners the communication competence (Richards, 2006). In this case, CLT is considered to be one of the best and appropriate approaches in developing learners' communicative abilities (Whong, 2013).

Studies worldwide show that scholars paid more attentions to language pedagogy such as language teaching and learning, communicative competence which focus on skills and ability to communicate, the use of authentic materials in the CLT classroom, intercultural communicative competence, linguistics, psycholinguistics, sociolinguistics and cultural nature of CLT (Bao & Du, 2015; Leung & Lewkowicz, Huang, 2013a, 2013b). Notwithstanding the fact that CLT stresses the development of learners' communicative competence, its applications in the classrooms encounter some stumbling blocks. Richards (2006) and Huang (2017) elucidate that majority of language teachers report that they apply CLT in their classroom but practically it is not the case. The major reasons put forth are: teachers do not know the concept of CLT; misunderstanding of CLT as they think it focuses more on developing speaking competence only (Wu, 2008); overreliance on textbooks in CLT classroom instead of using authentic materials which results into provisions of instructions that are not communicative in nature (Butler, 2011; Chang, 2011).

In Tanzania, CLT was introduced in 2005 when the Tanzania Institute of Education (TIE) introduced a syllabus to be used in secondary schools (Sane & Sebonde, 2014). Theoretically, CLT takes ideas from constructivist perspectives which is a learner-centred or participatory approach (Ahmad & Rao, 2013; Li, 2001; Tawalbeh & AlAsmari, 2015). The implication of which is that teachers' classroom practices have shifted from teacher dominated to learner-centred. Tawalbeh and Al Asmari (2015) assert that learner-centred approach facilitates language learning. They claim that, teaching language through learner-centred approach motivates learners, gives learners more roles during the learning process and encourages more interaction between teachers and among learners. That is, learners are required to be involved in the learning process and become active participants in the language classes.

Consequently, this study argues that the inception of CLT in Tanzania ought to bring changes in the classroom practices. Specifically, the roles of teachers during the instructional process were supposed to change. CLT as a learner -centered approach has implications on the role of teachers in the classroom. Thus, the English language teaching (ELT) should be learner-centred whereby students should be the focus of learning. Teachers are required to involve the learners in all stages of the lesson through different classroom activities. What the teacher does with

learners in the class is what determines the roles of teachers and learners. The roles of teachers and learners in turn define whether the class is learner-centred or teacher-centred. Thus, teachers play key roles in shaping real CLT classroom practices. This paper argues that, in order to understand how teachers interact with learners, it is very significant to explore the role of English language teachers in the classroom. For, by studying the roles of teachers it will be clear if teachers abide to the theorizations of CLT in the classes. Hence, it is the purpose of this study to explore roles of secondary school teachers in the CLT classrooms in Tanzania using visual methodologies.

Purpose of the study

This study intended to explore the role of teachers in teaching English language in secondary schools in Tanzania through communicative language teaching (CLT) approach.

Research question

This study has one research question which is: What are the roles of teachers in teaching English language in secondary schools in Tanzania through communicative language teaching (CLT) approach?

Literature Review

Conceptualizing Communicative Language Teaching (CLT)

CLT as an approach to language teaching originating from both sides of the Atlantic in 1960's where English is a Native Language (L1) and it has passed through different stages of development until it spread to other contexts where English is a foreign or second Language like Tanzania. Major theorizations of CLT are the focus of communication, meaning negotiation, expression and interpretation. In other words it is a language teaching approach that goes beyond the teaching of grammar (Ellis, 1982; Littlewood, 1981; Nunan, 1991).

Other defining characteristics of CLT include the teaching of productive and receptive skills, grammar and culture (Lee & VanPatten, 2003) and the use of target language in the appropriate context in learning language through CLT (Brown, 2007). As explained previously, CLT goes beyond the teaching of grammar, as such it aims at imparting into learners the linguistic knowledge of the target language and thereafter how that linguistic knowledge can suitably be applied within social context for effective communication (Li & Song, 2007). Contrary to the traditional

approach of language teaching where learners were memorizing language rules and linguistic analysis of sentences, within the scope of CLT framework, learners are required to attain communicative competence of the target language - through interaction with others who are more knowledgeable such as teachers, parents or fellow learners.

Teachers' role within the CLT framework

The traditional approach to language teaching and learning was influenced by behaviorist theory. It involved the teaching of grammar and its rules, patterns, words and sentences. The major strategies of teaching and learning were through repetitions, imitation, memorization and production of what teachers taught. Further, the approach was teacher- centred where teachers were considered to have absolute authority and power over the learners in the classroom. The role of teachers made language learners to attain grammatical rules, transform various structure drills but unable to speak or write English. The adverse effect of this type of language teaching and learning was that learners were not learning language that was useful for communication in real communicative context (Richards, 2006).

The introduction of CLT globally, changed the role of teachers in the classroom. According to Jacobs and Farrell (2003), CLT involves a paradigm shift from the assumptions of behaviourist psychology and structural linguistics toward cognitive or socio-cognitive psychology. In this shift, language teaching is more specified within the context of use. It is a meaning-based approach to language teaching and learning which views language learning as a social process. Therefore, the roles of teachers within the CLT framework differ from that of traditional approach. Ahmad and Rao (2013) advocate that the global need for communicative competence in the English language has transformed the responsibility of the English language teachers in the language classrooms. Similarly, Larsen-freeman (2011) reveals that the inception of CLT has shifted the authority of language teachers from teacher dominated to learner dominated. Within the CLT scope, the teacher is less authoritative. In the same vein, Najjari (2014) explicates that CLT has allocated both teachers and learners different roles. These roles differ from the ones which were practised within the traditional approaches. Within the CLT classroom practices the teaching is learnercentred and that teachers and learners need to interact while the focus of teaching should be on learners.

Consequently, this paradigm shift informs the roles of both learners and teachers in CLT classrooms. As it is very common that teachers play very significant

roles in the realization of CLT in classrooms, it very significant to examine how teachers practice CLT. Overall, teachers should not dominate and overpower the learners by, for example, talking too much (Li, 2001). Thus, the anticipation is that teachers who abide by CLT approach are supposed to be democratic in the classroom. They should not take most time of the sessions talking and delivering to the learners. Instead, learners should be given their rights of taking accountability of their own learning.

Moreover, Jacobs and Farrell (2003) affirm that teachers in the CLT are principally facilitators who are also learners. Teachers are required to create a lovely classroom environment where facilitation process will take place very easily. In this case, therefore, teachers need to ensure that language learning becomes a social practice. This will be possible when teachers grant chances to students to interact among themselves but also interact between learners and their teacher. Teachers in the CLT do not take sole power and authority over the learning process (Richards, 2006). Additionally, Larsen-Freeman (1986), Richards and Rodgers (2001) explicate that teachers in the CLT classroom have the following roles: facilitators who provide the guidance to learners, provision of occasion to learners where they can interact. This will be possible when the teacher designs meaningful activities in the classroom. Another role of CLT teachers is becoming one of the participants of the communication act in the classroom. They should also participate in the learning activities with learners. Teachers within the CLT scope are urged not to control the activities (Littlewood, 2004; Richards & Rodgers, 2001). Najjari (2014) adds that within the CLT classroom, the teacher has the role as an independent participant, a researcher, needs analyst, counsellor and group problem manager.

Empirical studies on the role of teachers in the CLT

There are very few studies that examined the role of teachers within the scope of CLT framework. Among the existing works is that of Huang (2017) who examined the roles of teachers in the CLT class of English language. This study used a sample of 103 university students who studied English within a communicative approach at least for a year. The participants were given a questionnaire to fill in and it had this question: "While learning the communicative English course, the English teacher is (like) _____ because _____." In this study students were supposed to use metaphor to fill in the questionnaire and thus it was a metaphorical analysis of role of teachers. The findings show that generally, there were four groups of roles of teachers as per students' perspectives. First category

was labeled cognitive category. This involved the teachers' role of providing knowledge to the learners. In this category, learners mentioned the teacher as a reference book, encyclopaedia and the like. The second category was labeled the affective category which was all about how the teacher interacted with the students, how they made a classroom very conducive environment for studies and how students felt relaxed in the classroom. In this aspect students referred to their teachers as friends. The third category was called the managerial category. In this category, learners expressed that their teachers provided help and support to their students. Teachers were taking them around the globe. In this category, students used such words as assistant, gardener, tour guide leader map or shepherd. Lastly, the fourth group expressed the negative aspects of the teachers. Thus, it was labeled (others) negative category. The category, expressed the unpleasant attributes such as lost lamb, driver of old car, a poor talk show. Students in this category showed that they were not satisfied with their teachers and they did not meet their needs however much efforts they used.

Similarly, Maryslessor, Barasa and Omulando (2014) conducted a study on Teachers' Role in the Application of Communicative Language Approach in Teaching Listening and Speaking in Schools in Lugari Districtin Kenya. It was a descriptive research design which collected data through direct observation and interviews. Recording of the responses was done by note-taking and using a tape-recorder. There were 12 secondary schools which participated in the study and were selected using stratified and simple random sampling techniques. The study used a sample of 14 English language teachers. The results show that teachers were more of traditional than communicative. The traditional roles of teachers identified included being: demonstrators, directors, prompters, resolvers of disagreements, monitors, supervisors, controllers, language item providers, context creators, communication participants and advisors. The findings further show that students were passive participants while learners were active in the classes where they led activities, read passages, explained and narrated the lesson in the classes.

Additionally, Guerrero and Villamil (2002) carried out a metaphor analysis on the roles of teachers of English in Puerto Rico. They identified nine categories of roles which were: cooperative leader, provider of knowledge, agent of change, nurturer, innovator, provider of tools, artist, repairer, gym instructor. Further, Wan, Low and Li (2011) conducted a study which explored EFL teachers' roles from students' and teachers' perspectives. This was also a metaphor analysis. It used questionnaires to generate data. The questionnaire had a metaphor prompt "An English teacher

is (like) _____ because _____." After filling in the questionnaire, it was followed by an interview. The findings were generalized into the following categories of the role of a teacher: provider, nurturer, devotee, instructor, culture transmitter, authority, interest arouser and co-worker.

Similarly, Mak (2011) explored how teachers themselves believed to be their roles in CLT classroom. It was a case study of pre-service EFL teachers' beliefs about CLT. This study generated data through semi-structured interviews, questionnaires, researcher's field notes, classroom observations and stimulated recall interviews. The findings showed that the role of the teacher included: knowledge transmitter, introducer of classroom activities, manager of communicative tasks, and director of students' work. These studies used qualitative or quantitative methods of data collection such as questionnaires, interviews and observations whereas the current study employed visual methodologies to study the roles of teachers in CLT classroom. Thus, none of the previous studies used visual metaphor to study the role of teachers in CLT classroom. Additionally, literature does not suggest the availability of any study done to explore the role of teachers in the application of CLT in secondary schools in Tanzania. This implies that, there is scarcity of information on the roles which teachers play in teaching English language in classes when applying the CLT approach. Lack of such information makes it difficult to know if teachers abide by the CLT principles and the requirement of the secondary education curriculum in Tanzania. It is, therefore, the intention of this study to use visual methodology to explore the role of teachers in CLT classrooms in Tanzania.

Methods
Study design

This study used qualitative research approach and employed interpretive research paradigm. The use of qualitative research approach and interpretive paradigm was deemed necessary due to their applicability in exploring the varied viewpoints of the participants who are secondary school students by interacting with them in their natural environment, school and classrooms. For instance, Lodico, Spaulding and Vogtle (2010) state that in qualitative research, researchers principally pay attentions to investigating social phenomena. It gives voice to the feelings and perceptions of the research participants. Further, this study applied qualitative research approach and interpretive paradigm to attain the in-depth understanding regarding the way on how participants in the context perceive the phenomenon under study (Gray, Mills, & Airasian, 2012). That is to say it was necessary to use

the approach to probe deeply how English language learners perceive the role of their teachers in English language classroom.

To achieve a thorough understanding of teachers' role in the CLT classroom, the study used visual methodologies design. Visual methodologies may refer to participatory methodologies which engage and mobilize people at the low level where the research process is used as a tool to empower the participants by using visual methods (Mayoux, 2008) such as drawing, collage, photographs and video works. On the same note, Grady(2001) defines visual methodologies as the foregrounding of methods that involve the application of images about social life, based on the premises that, images tell more about values, norms and practices that cannot be easily attained through other methods of generating and reporting data. Karlsson(2012) adds that, this methodology is useful in obtaining social life information from the insiders' view, it increases the role of the participant in the study and thus they are really engaged and involved however young they might be. Hence, visual methodologies enable the researcher to explore educational phenomenon beyond the traditional methods such as interviews, questionnaires or documentary analysis.

Photovoice

Qualitative data are generated in many ways such as words, pictures or both (Lodico, Spaulding & Vogtle, 2010). This study employed pictures which are known as photovoice as a method for generating data. In this method the participants worked together to produce data in the form of pictures as guided by the researcher. The use of visual images such as photovoice was very significant in exploring participants' experiences and meaning making (Frith et al., 2005). The method is also accessible, inexpensive and enables powerful visual metaphors to speak loudly (Theron et al., 2011). Additionally, Karlson (2012) argues that the value of using photovoice is that participants are insiders to the site and phenomenon and therefore can provide deep understanding of the phenomenon. Thus, the method was very appropriate in studying learners' perceptions of teachers' roles in CLT framework.

Procedure

This study involved a total of 71 Form Two and Form Three students from three schools. These participants were selected purposefully as they were regarded to be information-rich enough to provide the responses required for this study. Students from Form One and Form Four were not selected because Form One have just

joined the school, they are very strange in the environment and they are not good enough in the English language. As for Form Four, it was an examination class and they were very busy to prepare for final national exams.

The English language teacher helped the selection of participants. Student participants were selected depending on their performance categories of higher achievers, average and poor. These performance groups were very important so as to obtain wider and diverse views from students of all categories of performance. Consequently, the information obtained did not base on a certain group of students.
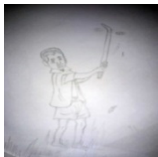
As for generation of data, Karlson (2012) states that there are three ways of generating data through photovoice: images might be pre-existing; the participants generate the images; or both. This study used Lodico, Spaulding and Vogtle (2010)'s view that in qualitative researches through photovoice, researchers may sometimes request participants to produce photographs. Thus the participants were requested to take a photo or draw a picture which represented their views about their English teachers. . In this case, students were instructed: *Draw a picture or take a photo of anything which represents the role of your English teacher.*" and *Why did you portray your teacher as such*? Photovoice data were thematically analysed following Braun and Clarke (2006). The constructed teachers' roles were identified and put into specific themes. The thematic categories of roles of teachers in English language teaching were created in relation to the list of visual metaphors portrayed by the learners.

Findings
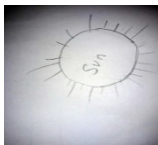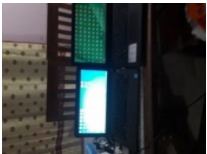
Table 1: *The Visual Metaphors and their Description on How Students Perceive their English Language Teachers*

SN	Photovoice/drawings/camera photo	Description of photovoice, pictures and drawing as stated by language learners
1	Our teacher is like a gardener	My teacher is like a gardener who takes care of us when giving knowledge

2	 Our teacher is like a driver	My teacher is like a driver who leads us in our journey. He leads us to get knowledge as he teaches us the English language
3	 Our teacher is like a police officer	He is very strict in the class. He wants us to follow the rules. He punishes us a lot when we make mistakes
4	 Our teacher is a language expert	He teaches us language. He teaches us grammar. He wants us to speak as he does. If we make mistakes he becomes very angry and nervous
5	 Our teacher is like an advisor	He advises us on how to study effectively. But sometimes if he calls you in his office you will suffer
6	 Our teacher is like a caring mother	The mother provides food to her children. Our teacher cares us well. She teaches us friendly
7	 Our teacher is like a radio	He is talking too much in the class. We listen to him all the time. He is very fast in teaching
8	 Our teacher is like a slasher	He punishes us when we pronounce words wrongly

9	Our teacher is like a mother	She gives us gifts. She teaches us English well
10	Our teacher is like a shepherd:	He takes care of us in the class
11	Our teacher is like a compass	He gives us direction on how to pronounce words and correct grammar
12	Our teacher is like a lamp	Our teacher gives us light, darkness goes away. He gives us language knowledge and ignorance goes away
13	Our teacher is like a guitar	He entertains us in the class through his good English pronunciation. He also cracks jokes with us
14	Our teacher is like a sweeper/ cleaner	She cleans us carefully. She teaches us rules of grammar and we remember them very easily in the exams
15	Our teacher is like a grass cutter	He cuts all unnecessary grasses. He teaches us English and polishes our grammar

16	Our teacher is like a traffic police officer	He tells us when we are wrong and when we are right. He punishes us when we fail the assignments
17	Our teacher is like our friend	We talk with him in the class. We ask him questions. When we speak English he is happy. He makes the lesson very interesting
18	Our teacher is like a nursing mother	She is caring in the class and very polite
19	Our teacher is like a bulb	We get light. He makes language learning clearer
20	Our teacher is like rainfall	He gives us knowledge, he is a source of knowledge
21	Our teacher is like a house	Our teacher is like a house. He makes us comfortable in the class (shelter)
22	Our teacher is like a moon	He gives us knowledge for improving English language

23	Our teacher is like a sun	He gives us light on how to construct grammatical sentences and how to pronounce English words correctly
24	Our teacher is like a water tap	We tap English language knowledge from him/her
25	Our teacher is like a key	Our teacher opens our minds through her teaching of English language
26	Our teacher is like a computer	He has a lot of knowledge about English language.
27	Our teacher is like books	He has English knowledge, therefore he is our source of knowledge

The photovoices presented in Table 1 can be put into three thematic categories according to the roles of language teachers in classroom. The themes are: transmission, affective and authoritative roles as illustrated in Table 2.

Table 2: *Categories of the Metaphors that Show Students' Perceptions of Teacher' Roles in a CLT*

SN	Category of roles of teachers	Example of the photo voice
1	**Transmission role**	Driver, language expert, compass, lamp, sweeper, bulb, rainfall, moon, sun, water tap, key, computer, books, radio
2	**Affective**	Gardner, advisor, caring mother, nursing mother, shepherd, guitar, friend, house
3	**Authoritarian**	Police officer, traffic police, slasher, grass cutter

As shown in Table 2, this study found three thematic categories on the role of English teachers in CLT. These are transmission, affective and authoritarian. The category

for transmission role, is made up of a total of 14 different visual metaphors. The metaphors were put together following their entailments as stated by the students who were involved in this study. These metaphors were grouped together to have transmission role due to the fact that they all show that the teachers' role is related to the transmission of knowledge or direct instruction of knowledge of language. In this tenet, learners provided metaphors which entail teachers' dominance of the classroom and thus taking lead in the classroom activities. Under such a situation the teachers were more of transmitters of knowledge who intended to develop into learners' knowledge of rules of grammar and mastery of pronunciation.

This is to say participants portrayed their teachers as knowledge givers. For example, participants used visual metaphors such as *driver* and entailed that "My teacher is like a driver who leads us in our journey. He leads us to get knowledge as he teaches us English language"; *language expert* as "He teaches us language. He teaches us grammar. He wants us to speak as he does. If we make mistakes, he becomes very angry and nervous"; *compass, as "He* gives us direction on how to pronounce words and correct grammar"; lamp, as "Our teacher gives us light, darkness goes away. He gives us language knowledge and ignorance goes away"; sweeper, as she "She cleans us carefully. She teaches us rules of grammar and we remember them very easily in the exams"; Bulb, because "We get light. He makes language learning clearer"; *Rainfall*, as "He gives us knowledge, he is a source of knowledge"; *Moon*, as "He gives us knowledge for English language"; *Sun*, because "He gives us light on how to construct grammatical sentences and how to pronounce English words correctly. Other metaphors are *water tap,* as "We tap English language knowledge from them"; *Key*, because "they open our minds through their English language teaching";e. *Computer*, because He has a lot of knowledge about English language"; *Books*, as "He has English knowledge and is our source of knowledge"; Radio, as " He is talking too much in the class. We listen to him all the time. He is very fast in teaching."

All these roles are related to knowledge transmission where the teacher transmits knowledge on grammar, leading classroom activities, master of grammar and language expert. This implies that teachers are regarded as transmitters of knowledge to students who wait passively to receive the knowledge. This category has many metaphors compared to other roles. It has about 52% of all visual metaphors falling under this category.

The second category is affective roles. This role is the one which shows the atmosphere and environment through which teachers and learners interact and relate

in the classroom. It is about conducive and favourable environment of learning as created by teachers. In this regard, it involves how the teacher interacts with students and how friendly they are in the class. Thus, the major defining characteristic within this category of metaphor is teachers' friendliness with students in classroom and how they create lovely environment.

Consequently, this category has 8 visual metaphors, comprising 30% of all the metaphors provided by participants. Examples of the metaphors in this category are teacher as a *gardener* -My teacher is like a gardener who takes care of us when giving knowledge; *advisor* - He advises us on how to study effectively. But sometimes if he calls you in his office you will suffer; *caring mother*-The mother provides food to her children. Our teacher cares us well. She teaches us friendly; *Nursing mother*-She is caring and very polite in the class; Shepherd- He takes care of us in the class; *Guitar*- He entertains us in the class through his good pronunciation of English. He also cracks jokes with us; *Friend*- We talk with him in the class. We ask him questions. When we speak English, he is happy. He makes the lesson very interesting; and *House*- Our teacher is like a house: He makes us comfortable in the class (shelter).

Category two shows how learners express their teachers' affective role. The students informed that some of their teachers are very caring when they teach in the class, they provide advice on how to study effectively. Moreover, they are very friendly when they teach English language. It was found that teachers entertain their students through good pronunciation of English words and when the students imitate this good pronunciation, teachers become so happy. The learners become motivated and comfortable in the classes because they feel safe and secure.

The third theme falls under authoritarian category of roles. This category implies the use of coercion and unfriendly approaches to the learners. This category presents unpleasant environment of learning English language as created by the teachers. It depicts unfriendly interaction within the learning context. This implies that language learners are not comfortable with such type of roles. Examples of metaphors in this category are *police officer, traffic police, slasher, grass cutter.* They explained that as a police officer "He is very strict in the class. He wants us to follow the rules. He punishes us a lot"; as a traffic officer "Our teacher is like a traffic officer: He tells us when we are wrong and when we are right. He punishes us when we fail the assignments"; as a slasher "He punishes us when we pronounce words wrongly". Thus, in this category, there is the use of punishment in teaching English language, although very few reported on the phenomenon.

This category is characterized by strictness in the class, obeying the rules, provision of and punishment. This category expresses how teachers are very unfriendly to the students. There is the use of force and coercion to the extent that students regarded their teachers as police, traffic or slasher or grass cutter all of which use force to come to an end. This makes them not comfortable in the classes. This learning context impedes the learning process and thus mastery of communicative competence is barred.

Discussion

This study has identified three categories of themes regarding the roles of English teachers in the communicative English classroom. The categories of roles are: transmission, affective and authoritarian. These findings will be discussed in relation to the previous studies in the area of role of teachers in CLT.

The first category of the themes is the knowledge transmission role. This role is in line with some studies on the roles of teachers in the CLT classroom. For instance, studies by Huang (2017), Lin, Shein and Yang (2012) and Guerrero and Villamil (2002) which investigated on the roles of teachers through metaphor analysis identified the existence of role of teachers as knowledge transmitters. However, in Huang (2017)'s study, teachers were identified to be givers of both linguistic knowledge and world knowledge. This is contrary to this study which shows that teachers are givers of linguistic knowledge only. The students in this study were more specific that teachers provide grammar and pronunciation knowledge. The role of knowledge transmission is directly related to the use of lecture method of teaching. This is contrary to the CLT assumptions that call for learners' involvement in the classroom. For, CLT is a learner- centred approach which is rooted in the conception of constructivist theory. The theory advocates the learners to participate rather that to receive knowledge. This is also the assumptions of CLT. This situation implies that still teachers who teach English language through CLT have traditional mentality of which they think that their principal role in the classroom is transmission of linguistic knowledge only.

Maryslessor, Barasa and Omulando (2014) stress that CLT advocates for the actual use of language, as such it is a learner-centred approach which needs participatory approaches such as debates, discussions and hold impromptu speeches, role plays, drama, requests, questions and answers. The role of a teacher in this situation should be a peripheral role and the teacher has to acts as a facilitator, coach, the observer or co-participant. He or she should not be the central figure and the focus

of teaching. Thus, knowledge transmission role is contrary to the CLT approach where the teacher dominates the classroom events. This has very adverse effects on language learning where learners are not taught for communicative competence, instead they are taught for grammar knowledge and linguistic forms which do not lead to the mastery of communicative competence. By teachers being transmitters of knowledge, learners are not involved in the classroom; they do not practise language behaviours and communication thus making them unable to master communicative abilities.

In reality, to transmit knowledge as the role of teacher cuts across diverse instructional settings (Huang, 2017) and one of these contexts is in online learning setting where the role of teacher in transmitting knowledge to students is universally known (Baran et al., 2011). Huang (2017) comments that the role of transmitting knowledge needs to be regarded as the most primary and basic role of teachers in all fields regardless of the approach in use and the content taught. In this vein the current study and other previous ones show that this traditional role of instructional process is a very vital part of teachers' roles in all pedagogies including CLT approach. However, the view of Huang (2017) that the traditional role of transmitting knowledge should be considered as fundamental irrespective of the approach and content does not count and it refutes the existence of philosophies, pedagogies, approach and methods of teaching. Each pedagogy, approach, methods and philosophy has its specific assumptions that explain effective teaching. Thus, if it is recommended that all content be taught by using traditional approach and that all approaches should consist of traditional role of teachers, then what is the essence of these approaches? Afterall, teaching oral skills cannot be the same as teaching productive skills. How can they be taught by the same traditional role?

Affective and authoritarian category of roles are in opposition. As for the affective role it reflects the CLT assumptions while authoritarian roles do not reflect the CLT theorizations. The existence of affective role category in this study reflects some previous studies. Wan, Low and Li (2011) found that teachers acted as *entertainers* who created a very exciting and fascinating language classroom. Thus, students were very interested and encouraged to learn and communicate. For this case students' engagement in the lesson was very high. It is thus argued that affective role is at the heart of CLT framework. Huang (2017, p. 60) comments that "teachers in CLT class are expected to be more equal to students and less authoritative as an expert." Students seemed to enjoy the friendly learning environment. The metaphors which learners provided in this study such as mother, nursing mother, advisor and gardener suggest that students need mother-like care in their learning

process and environment. This is what Li (1984) advocates that teachers in CLT class should provide assistance, guidance and direction for learning.

Further, the current study identified authoritarian role where the teacher is more of a fierce figure in the learning environment. This nomenclature was coined for this study as some teachers seemingly showed unfriendly practices in the class. Under this category, teachers seemed to be hash, strict but also provided punishment which made language learners uncomfortable. Authoritarian traits in language teaching are theoretically discouraged. Instead, lovely environments are encouraged to foster language learning. Jacobs and Farrell (2003) are in the view that teachers in the CLT ought to provide a lovely classroom environment where facilitation process will take place very easily. Yet, literature on authoritarian role is very rare. This category is contrary to CLT approach which Maryslessor, Barasa and Omulando (2014) comments that teachers in the CLT approach have the role of creating conducive classroom environment. Learners will master communicative abilities when they are motivated and encouraged and being given the opportunity to express themselves. This implies that learners should have the sense of feeling secure and important as human beings. There should be utmost level of interpersonal relationships among the learners themselves and between the learner and the teacher where the learning climate becomes safe, motivating, and accommodating. Thus, people who effectively communicate are always equal, none is above or superior than the other. If one feels insecure or inferior then communication is very unlikely. So is the classroom, one will master communicative competence when they are all secure.

Conclusions and Recommendations

The findings of this study have shown that teachers in the CLT classroom are more transmitters of knowledge than being affective facilitators and authoritarian ones. These roles represent different approaches of instructions. The transmission role implies the use teacher-centred approach in the classes. This in turn implies that learners are made passive participants in the process of learning English language. The teachers play a very active role where they become the focus of teaching. Thus, learners are hardly engaged. For effective attainment of communicative competence, there needs to be less teacher control and more pupil centeredness in the classes. The affective role is friendlier and it implies learner-centred approach where the learning environment is made conducive while the authoritarian roles makes the environment very hash and unfriendly to learn.

With this variation of roles of teachers in the CLT, it may connote that teachers are not aware of the principles, assumptions and theorization of CLT. With this type of findings, English teachers in Tanzania should be introduced to this approach so that they fit within the CLT framework. Pre-service and in-service teachers need to receive training on how they should practice in the CLT classroom. In this regard, teacher education programmes in both higher learning institutions and teacher education colleges should emphasize on equipping pre-service teachers with skills necessary to apply CLT in the classes. Besides, the government through its education agencies such as the ministry of education and TIE should consider updating the skills of English language teachers through in-service training such as seminars and workshops.

The existence of variations among the English language teachers' roles in the CLT, has negative impacts. Firstly, it indicates that learning might not be taking places in these language classrooms because of the teacher dominance and fierce environment. Secondly, it affects learners' personality as they are shaped to be passive without being involved in the activities. Consequently, critical thinking and reasoning may be affected in such a way that the students might be passive without critical minds in real life situations.

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